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ABSTRACT

Recent studies have reported that private schools surpass public schools on numerous educational outcome measures. Analysts have suggested that differences between teachers in public and private schools partly account for the measured success of private schools. This report investigates these differences in terms of teacher time allocation patterns. Specifically, the report asks if public school teachers spend more or less time than private school teachers in classroom teaching, planning and evaluation, extracurricular supervision, or other student-related activities. The report also examines whether differences in teachers' time allocation depend upon demographic, educational, or teaching experience factors, or on school characteristics such as school size or regional location. The study analyzed data from "The Public School Survey of 1984-85" and "The 1985-86 National Survey of Private Schools," using descriptive analysis and multiple regression techniques. The typical full-time teacher spends approximately 50 hours weekly on classroom and nonclassroom school-related activities, with roughly one-half of this time spent in the classroom. The remaining 25 hours are distributed across the other activity categories, with the largest proportion (60 percent) allocated to planning and evaluation activities. For all teachers, there are no significant differences in time usage between public and private school teachers among the activity categories shown. Within each instructional level, some public-private differences do emerge. These and other results are summarized and displayed in numerous tables and appendices. (MLH)

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**Survey Report** **July 1989**

# Time Allocation Patterns of Teachers in Public and Private Schools: 1984-86

Robin Horn
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# Time Allocation Patterns of Teachers in Public and Private Schools: 1984-1986

## Introduction

Recent studies comparing public and private schools have reported that private schools surpass public schools on a number of educational outcome measures.[1] Since teachers are among the more important educational resources, analysts have suggested that differences between teachers in public and private schools account in part for the relative measured success of private schools. This report investigates the differences between public and private school teachers in terms of how teachers spend their time. It builds on the analysis in a previous NCES report comparing the characteristics of public and private school teachers.[2] That report demonstrated that teachers from these two types of schools differ demographically and educationally, with private schools having a higher proportion of teachers who are female, white, have bachelor degrees only, and are younger in average age than public school teachers.

We continue this comparison of public and private school teachers by investigating whether teachers from the two types of institutions allocate their time in different ways. In particular, this report addresses the following questions:

1. Do public school teachers spend more or less time than private school teachers in classroom teaching, planning and evaluation, or any other work-related activity?

2. Do differences in public and private school teachers' allocation of time depend upon demographic, educational, or teaching experience factors, or on school-level characteristics such as school size or region of the country?

To answer these questions, we compare patterns of time allocation, both inside and outside of the classroom, by teachers in private and public schools. The data we analyze are derived from the 1984-85 Public School Survey and the 1985-86 Survey of Private Schools, conducted by the National Center for Education Statistics.[3] In both surveys, teachers were asked the same questions concerning the amount of time they spent during the previous week in each of a variety of separate activities, both during and outside of required school hours.[4]

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[1]See, for example, J. Coleman, et al., High School Achievement: Public, Catholic, and Private Schools Compared. New York: Basic Books, 1982; A. Greeley, Catholic High Schools and Minority Students, New Brunswick: Transaction Books, 1982; and G. F. Jensen "Explaining Differences in Academic Behavior Between Public-School and Catholic-School Students," in Sociology of Education (January, 1986).

[2]E. William Strang, "Background and Experience Characteristics of Public and Private School Teachers: 1984-85 and 1985-86, respectively. (October, 1988)

[3]See technical appendix for a description of the surveys.

[4]We also include information on teacher absence in order to provide estimates of the amount of time that teachers spend during a typical week.

To simplify the analysis and presentation, we grouped the separate time-use activities from the survey instrument into five primary groups, which are summarized in the list above. In this report, time spent in classroom teaching includes

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**Teacher Activities**

Classroom teaching
- (also includes the following activities:
- grading papers while teacher's class is in session;
- class preparation while teacher's class is in session;
- record-keeping while teacher's class is in session)

Planning and evaluation (while class is not in session)
- reviewing or grading student papers, exams, and projects
- class preparation
- administrative activities
- parent conferences and staff conferences

Extracurricular supervision
- transporting students
- coaching students
- field trips
- advising or directing school clubs and associations

Other activities with direct student contact
- tutoring (except for which pay is received)
- counseling and guidance (not during class time)
- monitoring students in homeroom, study hall, playground and after-school detention

Absent during previous week

---

direct instructional hours as well as hours spent on other activities (record-keeping, grading, and class preparation) while the teacher's class is in session. Time spent outside the classroom includes hours spent on planning and evaluation (administrative activities, preparing lesson plans, grading exams, and conducting parent conferences), hours spent supervising extracurricular activities (coaching, advising clubs, and conducting field trips), and hours spent in other student-related activities (activities in which there is direct student contact or supervision, such as tutoring, counseling, and monitoring).

Our examination of the data begins with descriptive comparisons of time-use patterns both by public and private school teachers overall (including time spent during required and nonrequired teaching hours), and at the elementary and secondary levels. We find remarkably few differences in time allocation between public and private teachers. This congruence between private and public school teacher time allocation patterns is present not only at a broad level, but even at the level of narrowly detailed activities. Moreover, where clear differences are revealed, they are only at the order of 1 1/2 hours or less per week.

In the second stage of the analysis, we compare public and private school teacher time-use patterns for teachers with given characteristics (sex, race, ex-

perience, or education), in particular types of institutions (large or small schools, Catholic or other religious schools), or in specific regions of the country. Here we find that important differences exist for certain types of teachers or for teachers in certain types of schools.

The descriptive analysis, though, can only compare differences in teacher time allocation disaggregated by a few categories. For example, we can compare large schools and small schools, or older teachers with younger teachers on the differences in the amount of time that public school and private school secondary-level teachers engage in planning and evaluation activities during required school hours. Analysis at a greater level of detail is impractical because of the large number of possible groupings, as well as the successive reductions in the sample size when the data are increasingly disaggregated. To better understand the effects of each characteristic on time use, then, we present a series of multiple regression equations in the third section of this report. These equations aid our analysis of the impact of each background characteristic, taken alone, on time usage for each group of teachers.

## Overall Comparisons of Time-Use Patterns[5]

The typical full-time teacher spends approximately 50 hours per week on classroom and nonclassroom school-related activities, with roughly one-half of this time spent in the classroom (Table 1).[6] The remaining 25 hours are distributed across the other activity categories with the largest proportion (60 percent) of nonclassroom time spent on planning and evaluation activities.[7] For all teachers, there are no statistically significant differences in time usage between public and private teachers among the activity categories shown.[8] Indeed, the similarity between public and private school teacher time allocation patterns is striking.

On the other hand, the data indicate that the amount of time spent in certain categories of activity may differ between public and private school elementary teachers and between public and private school secondary teachers, even though

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[5]Tables given in the text provide estimates for selected data only, with the full tables included in the appendix. All figures reported are weighted estimates of population totals.

[6]Part-time teachers, representing 4.9 percent of the public school sample and 13.7 percent of the private school sample, were excluded from all tables in this report because these individuals (in the private school survey) were directed to skip the section of items pertaining to the use of their time.

[7]In-school hours (time spent on each activity during required school hours) and out-of-school hours (time spent on each activity outside of required school hours) are summarized late in this section.

[8]Three sets of appendix tables are included at the end of this paper that report, for the variables of interest discussed, estimated means, standard errors, and tests of significant differences between private and public school teacher responses regarding time use. Because the sample sizes are relatively large, and the standard error estimates are relatively small, statistically significant results are in some cases found for differences as small as a half an hour per week. Consequently, throughout this paper, we will report differences that are not only statistically significant, but of substantive interest.

Table 1.--Total Hours per Week by Selected Category of Activity

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 50.4 | 50.0 | 49.2 | 49.0 | 52.8 | 52.1 |
| Classroom teaching | 25.5 | 25.3 | 26.0 | 27,1 | 24.4 | 21.8 |
| Planning and evaluation | 15.2 | 15.2 | 15.1 | 14.4 | 15.4 | 16.7 |
| Extracurricular supervision | 2.4 | 2.4 | 1.4 | 1.5 | 4.4 | 4.3 |

there is little difference between total public and private time expenditure at these levels of instruction.[9] Table 1 reveals that secondary school teachers spend approximately three more total hours on school related activities per week than do elementary school teachers, although each secondary school teacher spends, on average, less time in the classroom, and more time on each of the other activities, especially on extracurricular activities. These differences are not surprising, since elementary school teachers have different responsibilities from secondary school teachers. For instance, elementary school teachers would be expected to spend less time supervising extracurricular activities than secondary school teachers, because after-school activities--sports and clubs--constitute a much more important part of school life for secondary school students. Consequently, we will focus our attention separately on elementary and secondary level teachers throughout the remainder of the text.

**Private versus Public School Teacher Differences in Time Use**

Within each instructional level, some interesting public-private differences do emerge. The average private, secondary school teacher spends 1.3 hours more per week (about 16 minutes more per day) engaged in planning and evaluation than public school teachers (see Table 1). Compared to public school secondary teachers, private school secondary teachers also spend 1.3 hours more in the remaining categories of activity--extracurricular supervision and other activities. It is important to note that, for secondary-level private school teachers, hours spent on these kinds of activities appear to come at the expense of time engaged in classroom teaching. Compared to public school teachers, private school teachers spend 2.6 hours less time, or about one half hour less per day on classroom teaching. In percentage terms, private school teachers spend 41.7 percent of their total working hours (52.1 hours, including both in- and out-of-school) conducting class. Public

[9]For this report, "teachers" are elementary or secondary school teachers who teach in grades K - 12; elementary grades are defined as K - 8, and secondary grades are 9 - 12. More information about samples and definitions of key variables is provided in the technical notes at the end of the report.

school teachers spend 46.2 percent of their total time (52.8 hours) on classroom teaching.[10]

### Analysis of Public/Private Time Allocation in Detailed Activities

When focusing on the more detailed activity classifications within each of these categories, are there differences in public and private teachers' allocation of time? At the secondary level, the most striking finding is that private school secondary

Table 2.--Total Hours per Week by Category of Activity

| Activity | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|
| | Public | Private | Public | Private |
| Classroom Teaching | 26.0 | 27.1 | 24.4 | 21.8 |
| Planning and evaluation (total) | 15.1 | 14.4 | 15.4 | 16.7 |
| Reviewing & grading | 6.4 | 6.1 | 6.7 | 6.9 |
| Class preparation | 6.1 | 5.9 | 6.2 | 6.7 |
| Admin. activities | 1.7 | 1.7 | 1.9 | 2.6 |
| Parent conferences | 0.9 | 0.7 | 0.6 | 0.4 |
| Extracurric. supervision (total) | 1.4 | 1.5 | 4.4 | 4.3 |
| Transporting students | 0.1 | 0.3 | 0.3 | 0.3 |
| Coaching athletics | 0.6 | 0.5 | 2.4 | 2.4 |
| Field trips | 0.4 | 0.4 | 0.5 | 0.2 |
| Advising school clubs | 0.4 | 0.4 | 1.2 | 1.3 |
| Other Direct-Student Contact Activities (total) | 3.8 | 3.9 | 5.4 | 6.3 |
| Tutoring | 1.0 | 0.9 | 1.8 | 1.9 |
| Counseling & Guidance | 0.7 | 0.6 | 1.2 | 1.4 |
| Monitoring | 2.2 | 2.5 | 2.4 | 3.0 |
| Other Activities | | | | |
| Lunch and free time | 2.3 | 2.2 | 2.7 | 3.2 |
| Absent previous week | 0.3 | 0.2 | 0.3 | 0.1 |

teachers spend, on average (combining in- and out-of-school time), 1.4 hours more per week (or 15 minutes more per day) than public school secondary teachers engaged in student monitoring or in various other administrative activities (Table 2). Overall, however, this additional level of detail does not uncover much more in the

[10]Appendix Tables A-1 and A-2 give total hours and percent of total hours spent in each of the major categories of activity. Since we are considering only full-time teachers, and since the total number of hours reported per week is quite similar between public and private elementary and secondary level teachers, analysis in percentage terms provides little additional insights; consequently, we will report only hours per week throughout the remainder of this analysis.

way of differences in time usage patterns between public and private school teachers than the more aggregated data.

**Comparison of Time Allocation During and Outside of Required Hours**

Teachers work at school-related activities both during required school hours (in-school time), and outside of required hours (out-of-school time). It is particularly interesting to note that there are so few differences between public and private school teachers' time use outside of required hours (Table 3). The greatest

Table 3.--Hours per Week During Required School Hours and Outside of Required Hours by Activity Category

| Activity | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|
| | Public | Private | Public | Private |
| During required school hours | | | | |
| Planning and evaluation (total) | 5.9 | 4.4 | 6.4 | 6.7 |
| Reviewing & grading | 1.9 | 1.5 | 2.2 | 2.2 |
| Class preparation | 2.6 | 1.8 | 2.7 | 2.5 |
| Admin. activities | 1.0 | 0.9 | 1.2 | 1.8 |
| Parent conferences | 0.5 | 0.2 | 0.3 | 0.2 |
| Extracurric. supervision (total) | 0.6 | 0.6 | 1.2 | 1.5 |
| Transporting students | 0.0 | 0.1 | 0.1 | 0.1 |
| Coaching athletics | 0.1 | 0.1 | 0.5 | 0.7 |
| Field trips | 0.3 | 0.3 | 0.2 | 0.2 |
| Advising school clubs | 0.2 | 0.1 | 0.5 | 0.5 |
| Outside of required school hours | | | | |
| Planning and evaluation (total) | 9.2 | 10.0 | 9.0 | 10.0 |
| Reviewing & grading | 4.5 | 4.7 | 4.5 | 4.7 |
| Class preparation | 3.5 | 4.2 | 3.5 | 4.2 |
| Admin. activities | 0.7 | 0.8 | 0.7 | 0.8 |
| Parent conferences | 0.4 | 0.4 | 0.3 | 0.2 |
| Extracurric. supervision (total) | 0.8 | 0.8 | 3.2 | 2.9 |
| Transporting students | 0.1 | 0.2 | 0.2 | 0.2 |
| Coaching athletics | 0.4 | 0.3 | 1.9 | 1.8 |
| Field trips | 0.1 | 0.1 | 0.3 | 0.1 |
| Advising school clubs | 0.2 | 0.2 | 0.7 | 0.8 |

variation appears in the planning and evaluation category, where private school secondary teachers spend an hour more per week than public school teachers outside of required school hours, mostly reviewing and grading student work and preparing for class.

Table 3 also shows that public elementary school teachers spend nearly 1.5 hours more per week on planning and evaluation activities during required school hours than private elementary school teachers do. It appears that a large proportion of this planning and evaluation time is compensated for during non-required hours by private elementary school teachers, who spend nearly one hour more a week on this category of activity than public elementary level teachers do.

## Analysis of Time Allocation by Teacher and School Characteristics

Although patterns of teacher time usage do not vary overall between public and private school teachers, they may vary for groups with different demographic and personal characteristics and by differences in school size or location. An earlier report showed that, compared to private school teachers, public school teachers are more likely to be older, minority, and male. In addition, a higher proportion of public school teachers earned BAs in education and hold masters degrees than private school teachers.[11] (Appendix Table 5 repeats these comparative data from that report.) It is possible that disaggregating the data on time usage by teachers' demographic and personal characteristics may disclose additional differences in the ways in which public and private school teachers spend their time. In particular, by narrowing our focus to subsets of teachers with similar characteristics, differences in time usage patterns may emerge.

Table 4.--Total Hours per Week in Selected Activity Categories by Selected Teacher and School Characteristics: Elementary Teachers

| | Classroom Teaching | | Extra-curricular Supervision | | Planning and Evaluation | |
|---|---|---|---|---|---|---|
| Characteristic | Public | Private | Public | Private | Public | Private |
| All Teachers | 26.0 | 27.1 | 1.4 | 1.5 | 15.1 | 14.4 |
| Highest Degree */ | | | | | | |
| Less than Bachelor's | -- | 27.5 | -- | 0.9 | -- | 12.3 |
| School Affiliation | | | | | | |
| Catholic | -- | 27.9 | -- | 1.2 | -- | 14.5 |
| Other Religious | -- | 27.2 | -- | 1.6 | -- | 14.2 |
| Independent | -- | 24.9 | -- | 1.9 | -- | 14.3 |
| Teaching Experience */ | | | | | | |
| 0-5 Years | 26.1 | 26.9 | 2.0 | 1.7 | 14.9 | 14.0 |
| 26 or More Years | 26.8 | 28.0 | 1.0 | 0.6 | 15.8 | 14.8 |
| Gender | | | | | | |
| Female | 26.1 | 27.1 | 0.9 | 1.2 | 15.5 | 14.5 |
| Male | 25.5 | 26.9 | 3.3 | 3.8 | 13.6 | 13.6 |
| Age */ | | | | | | |
| Under 26 Years | 25.7 | 27.0 | 2.0 | 2.0 | 15.7 | 14.4 |
| 61 Years and Over | 27.9 | 28.5 | 0.9 | 0.4 | 14.4 | 13.8 |
| School Enrollment */ | | | | | | |
| Less than 300 | 26.1 | 27.2 | 1.8 | 1.6 | 14.4 | 14.1 |
| 1500+ Students | 26.9 | -- | 2.0 | -- | 17.5 | -- |

-- Sample size less than 30.
*/ For a full listing of variable categories, see Appendix Table A-6.

[11] Strang, op.cit.

Table 4, which focuses on full-time elementary teachers disaggregated by personal and demographic characteristics, shows similar patterns of time use by public and private elementary school teachers. The table shows that female elementary teachers in public schools spend an hour more per week in planning and evaluation activities than female private elementary school teachers, but that males in private and public elementary schools spend equal amounts of time engaged in these activities.

Table 5 displays the amount of time spent by all full-time secondary-level teachers on each of the three main categories of time use. The table reveals that

Table 5.--Total Hours per Week in Selected Activity Categories by Selected Teacher and School Characteristics: Secondary Teachers

| | Classroom Teaching | | Extra-curricular Supervision | | Planning and Evaluation | |
|---|---|---|---|---|---|---|
| Characteristic | Public | Private | Public | Private | Public | Private |
| All Teachers | 24.4 | 21.8 | 4.4 | 4.3 | 15.4 | 16.7 |
| Highest Degree */ | | | | | | |
| Less than Bachelor's | 25.0 | 20.7 | 2.9 | 5.5 | 11.0 | 11.7 |
| School Affiliation | | | | | | |
| Catholic | -- | 21.6 | -- | 4.3 | -- | 16.8 |
| Other Religious | -- | 22.4 | -- | 5.0 | -- | 16.0 |
| Independent | -- | 21.5 | -- | 3.6 | -- | 17.0 |
| Teaching Experience */ | | | | | | |
| 0-5 Years | 24.7 | 21.7 | 7.1 | 4.6 | 15.5 | 16.5 |
| 26 or More Years | 24.0 | 19.6 | 2.9 | 2.0 | 15.8 | 16.8 |
| Gender | | | | | | |
| Female | 24.5 | 22.0 | 3.0 | 2.7 | 16.2 | 17.0 |
| Male | 24.4 | 21.6 | 5.8 | 5.9 | 14.6 | 16.3 |
| Age */ | | | | | | |
| Under 26 Years | 24.7 | 22.4 | 9.0 | 6.1 | 14.4 | 16.1 |
| 61 Years and Over | 23.8 | 20.5 | 2.0 | 2.5 | 16.7 | 15.2 |
| School Enrollment */ | | | | | | |
| Less than 300 | 26.0 | 23.0 | 4.9 | 3.8 | 14.5 | 15.2 |
| 1500+ Students | 23.2 | 19.6 | 4.3 | 3.0 | 16.8 | 17.7 |

-- Sample size less than 30.
*/ For a full listing of variable categories, see Appendix Table A-7.

the least experienced public secondary school teachers (0 to 5 years of teaching experience) spend 3 hours more in classroom teaching and the most experienced (26 or more years of experience) spend 4.4 hours more in classroom teaching than their peers in private schools.

Correspondingly, the youngest (less than 26 years old) and especially the oldest public secondary teachers (over 60 years old) spend more hours in classroom teaching (about 3 more hours on average) than their peers in private schools. The table also shows that public school teachers in the very largest schools (over 1,500

students) and the very smallest schools (less than 300 students) spend more hours in classroom teaching (also about 3 hours more on average) than private school teachers in institutions of corresponding sizes. Male private school secondary-level teachers spend significantly more time (nearly 2 hours more per week) engaged in planning and evaluation activities than male public school teachers.

Another difference emerges when private schools are further disaggregated by affiliation. Table 4 shows that elementary-level private, nonreligious school teachers spend 1.1 hours less per week on classroom instruction than public school teachers, whereas religious private school elementary school teachers spend more time in classroom activities than public elementary school teachers (over 1 hour more per week). In contrast, Table 5 reports that secondary level private school teachers in non-religious institutions spend about 1.6 hours more per week on planning and evaluation activities than public secondary school teachers.[12]

### Summary of One- and Two-Way Descriptive Analysis

In the previous discussions, we pointed out that public and private school teachers appear strikingly similar in how they spend their time, even considering differences in school and teacher characteristics. On the other hand, we reported a variety of small differences between public and private school teacher time-use patterns, and we noted that the differences depended on how narrowly we confine our focus. For instance, at the secondary level, private school teachers spend more hours each week, compared to public school teachers on planning and evaluation activities (1.3 hours), and monitoring students (0.6 hours), but they spend less time (2.6 hours less each week) in direct classroom instruction. We also discovered that differences in the amount of time spent by public and private school teachers depend upon variations in teacher characteristics. For example, we found that public secondary school teachers work significantly more hours overall than private secondary school teachers whether they have a little or a lot of experience (less than 6 years or more than 25 years of experience), but more experienced secondary private school teachers spend more time in planning and evaluation activities than their peers in public secondary schools.

In general, differences in how public and private school teachers allocate their time depend on a variety of factors working together: differences in teacher characteristics, differences in school characteristics, and differences in instructional level. Consequently, in the next section of this bulletin we employ multiple regression analysis to hold these several factors constant while measuring differences in the amount of time public and private school teachers spend overall and on each of the three primary activities--direct instruction, planning and evaluation, and extra-curricular supervision.

## Multivariate Analysis

Here we consider the results of multiple regression equations, in which the number of hours spent on an activity (the dependent variable) is a linear function of a variety of factors (or independent variables) already seen to be related to time use. The independent variables we analyze here include:

- the teacher's years of instructional experience,
- the race and ethnicity of the teacher,

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[12] The differences reported in this paragraph are statistically significant at least at the 10 percent level, even though the sample sizes for private schools by affiliation are fairly small.

- o the teacher's gender,
- o the educational attainment of the teacher,
- o the size of the school, and
- o the type of school (i.e., public, private, religious).

We report the estimates from three separate regression equations, each with a different dependent variable. The dependent variables are the three main categories of teacher activity:

- o hours spent in classroom teaching,
- o hours engaged in planning and evaluation activities, and
- o hours participating in extracurricular supervision.

Also, we estimate separate sets of multiple linear regression equations for elementary and secondary school teachers.

Table 6.--Summary of Multiple Regression Equations for Elementary School Teacher Data

| | Average Increase (or Decrease) in Number of Hours Allocated Weekly to Each of Three Activity Categories, by Teacher & School Characteristics | | |
|---|---|---|---|
| | Classroom Teaching | Planning/ Evaluation | Extracur. Supervision |
| If Teacher is: | | | |
| in a Private School | | | |
| -Catholic | -- */ | -- | -- |
| -Other Religious | -- | -- | -- |
| -Independent | -- | -- | -- |
| in a Large School | -- | -- | -- |
| in a Small School | -- | -- | -- |
| has no Bachelor's Degree | -- | -- | -- |
| has Postgraduate Degree | -- | -- | 0.3 |
| female | -- | 1.8 | -2.5 |
| white (non-Hispanic) | -- | -- | -- |
| black (non-Hispanic) | -- | -- | -- |
| For each 10 years of teaching experience | 0.4 | 0.4 | -0.4 |

*/ From Appendix Table B-1. All other estimates derived from Appendix Table B-2. Only statistically significant results ($p<.05$) are reported here. Nonsignificant regression coefficients are reported here as "--".

Table 6 summarizes the multiple regression equations derived from elementary teacher data.[13] The results indicate that, on average, taking account of all the other factors (the size of the teacher's school, his or her education level, race, sex, and years of experience), private school teachers do not differ significantly from public school teachers in the amount of time that they allocate weekly to any of the three activity categories. When we estimate the regression equations with additional detail regarding the type of private school, the same results hold: private school teachers at a particular type of school do not differ significantly from public school teachers.

Other results summarized in Table 6 indicate that, when all other variables are held constant, there are significant differences attributed to educational level, to gender, and to teaching experience. Elementary teachers with postgraduate degrees contribute more time to extracurricular supervision than do other elementary teachers (0.3 hours more). Female teachers devote more time to planning and evaluation (1.8 hours more), but less time to extracurricular supervision (2.5 hours less). Finally, more experienced teachers spend more time in the classroom (0.4 hours more for each additional 10 years of experience) and in planning and evaluation (also, 0.4 hours per week for each 10 years), but less time in extracurricular supervision (0.4 hours less per week for each 10 years of experience).

Multiple regression were also estimated on secondary school data. Table 7 reveals a considerable gap between private and public school teachers in terms of how much time they spend in the classroom. The results indicate that the average private, secondary school teacher spends significantly less time in classroom activities (3 hours less per week) than public school teachers with the same characteristics. In particular, the difference between Catholic school teachers and public school teachers is significant on this variable. (2.7 hours less per week for Catholic school teachers).

Teachers at the other two types of secondary private schools also spend less time in the classroom than their public school counterparts, but the differences were not significant. The low contribution of teacher time to classroom activities in the private secondary schools can result from the fact that these teachers may be spending less time with disciplinary problems, or that private secondary schools are more likely to follow collegiate instructional schedules, with shorter class periods.

Other results reported in Table 7 indicate that secondary school teachers in large schools, compared to average-sized schools, spend 1.3 hours less per week in the classroom, but 1.4 hours engaged in planning and evaluation activities. The multiple regressions also show that female secondary school teachers spend 1.4 hours per week more than male teachers in planning and evaluation activities. The fewer hours devoted to extracurricular activities may be expected, since fewer female teachers are involved in coaching sports activities and advising varsity sports competitions, but the additional hours that female teachers devote to planning and evaluation are not so readily explained. Likewise, the fewer hours that white, non-

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[13] The multiple regression results reported in Table 6 and Table 7 are summarized from the complete regression equations included as Appendix Tables B-1 and B-2 and Appendix Tables B-5 and B-6, respectively. It is important to note that, although the multiple R-Square terms (the proportion of the total variance in the dependent variable explained by the regression equation) for all the regression equations reported in Appendix Tables B-1 through B-8 are low, the F-statistics for these equations are statistically significant at $p < .001$.

Table 7.--Summary of Multiple Regression Equations for Secondary School Teacher Data

| | Average Increase (or Decrease) in Number of Hours Allocated Weekly to Each of Three Activity Categories, by Teacher & School Characteristics | | |
|---|---|---|---|
| | Classroom Teaching | Planning/ Evaluation | Extracur. Supervision |
| If Teacher is: | | | |
| in a Private School | | | |
| -Catholic | -3.0 */ | -- | -- |
| -Other Religious | -2.7 | -- | -- |
| -Independent | -- | -- | -- |
| in a Large School | -1.3 | 1.4 | -- |
| in a Small School | -- | -- | -- |
| has no Bachelor's Degree | -- | -3.8 | -2.6 |
| has Postgraduate Degree | -- | -0.7 | -- |
| female | -- | 1.4 | -3.2 |
| white (non-Hispanic) | -- | -2.3 | -- |
| black (non-Hispanic) | -- | -- | -- |
| For each 10 years of teaching experience | -- | -- | -1.4 |

*/ From Appendix Table B-1. All other estimates derived from Appendix Table B-2. Only statistically significant results ($p<.05$) are reported here. Nonsignificant regression coefficients are reported here as "--".

Hispanic teachers (compared to Hispanic and other teachers) spend on planning and evaluation activities is difficult to explain.

## Summary and Suggestions for Further Study

The purpose of this report is to address the overall research question of whether teachers from private and public schools spend their time in the various teaching-related activities in different ways. We found, first of all, that there is a striking similarity between public and private school teachers in terms of time allocation patterns and overall time put in to their jobs. With few exceptions, these similarities transcend differences in school affiliation (religious or otherwise) and size, teacher age, experience, training, gender, and race. Where differences did emerge through bivariate and multivariate analysis, they were on the order of a few hours per week at most.

From any reasonable perspective, it is highly unlikely that these small differences could be responsible for the differences in educational outcomes between

private and public schools, such as those found by James Coleman.[14] Consequently, if researchers and policymakers remain convinced that differences in student outcomes between private and public schools are due, in important ways, to differences in teacher behavior, other types of studies need to be conducted. In particular, since differences in teacher time allocation patterns are marginal, even at very detailed levels of investigation, researchers will have to develop different approaches to examining teacher behavior. For example, it might be possible, through intensive ethnographic study and classroom observation, to determine that there are important differences in how the teacher uses his or her time during classroom instruction, or during planning and evaluation activities. Moreover, additional detail on the type and quality of the teacher-class-student inter-relationships and on teacher-content interactions might be collected. Even in terms of teacher time allocation analysis, items investigating the amount of time teachers spend disciplining students, which are of significant interest, were not included in the surveys analyzed in this report.

[14] Please refer to footnote 2, in this report.

## Technical Notes

### The Surveys

The Public School Survey of 1984-85 obtained responses from 8,568 teachers and 2,301 administrators from an initial sample of 2,801 schools. The schools were selected from the Common Core of Data maintained by the National Center for Education Statistics and were stratified on school type (i.e., elementary, secondary, and other) and on local education agency size (i.e., 1 to 5 schools, 5 to 50 schools, and more than 50 schools). Teachers were sampled from lists provided by the schools, stratified by "teaching assignment" (i.e., elementary, mathematics or science, and other). School-level data were collected on enrollment, student characteristics, staffing levels, use of aides and unpaid volunteers, computer usage, incentive pay programs, and other areas. Teacher-level data were collected on demographic characteristics, educational background, training experiences, time usage, use of aides and unpaid volunteers, compensation, and other employment, as well as other topics. Data collection occurred within the first few months of 1985. Actual response rates producing the numbers of teachers and schools indicated above were 85 percent for schools and 80 percent for teachers.

The 1985-86 National Survey of Private Schools obtained responses from 5,295 teachers and 1,175 administrators of 1,387 private schools during spring 1986. The overall response rate for schools was 85 percent and for teachers, 76 percent. The schools were selected from lists developed in 1983 of all identifiable private schools in 75 primary sampling units. Teachers were selected without stratification from lists supplied by the schools. At the school level, information was available about religious orientation, grades served, enrollment and student characteristics, tuition, staffing, use of aides and volunteers, program offerings, and years of operation. From teachers, information was obtained about demographic and educational characteristics, courses taught, time expenditures, cash and noncash compensation, use of teacher aides and unpaid volunteers, and other employment.

### Item Descriptions and Variable Definitions

*School Size*

Based on item 1 on the Public School Administrator questionnaire, "How many students were on the official membership roll of this school on or about October 1, 1984?" and on the sum of the entries to item 4 on the Private School Administrator questionnaire, "enter the actual number of students enrolled in that grade."

*Region*

Private school data were recoded based on their FIPS code numbers to correspond to the Census Bureau's geographic regions.

*Teaching Level*

Based on Public Administrator item 9 and Private Administrator item 4, "Check each grade in which instruction is offered in this school, whether or not there are any students enrolled in that grade."

The schools' teaching levels were coded as "elementary" if the highest grade in the school was less than grade nine; schools' teaching levels were coded as "secondary" if the lowest grade was higher than grade eight; other schools' teaching levels were coded as "other." If a teacher was linked to a school with teaching levels defined as "elementary" or "secondary" by that method, the teacher was likewise defined as teaching at the "elementary level" or "secondary level." (This approach defined the teaching level of 7,076, or 94.2 percent, of the sample of 7,500 public teachers who could be linked to school-level data and 4,196, or 79.2 percent, of the total sample of 5,295 private teachers.) For teachers whose school's teaching level was defined as "other" or who could not be linked to a school, their teaching level

was based on Public Teacher Survey item 14 and Private Teacher Survey items 11 and 12, which ask for the grade levels of the students taught. If the highest grade of the students taught was less than grade nine and the lowest grade was kindergarten or higher, teaching level was defined as "elementary"; if the lowest grade was at or above grade nine, teaching level was "secondary." Teachers of prekindergarten or ungraded classes, where no grade level boundaries could be established by inspecting the data, were defined as missing for this analysis. As a result of both steps, 8,392 of the total public school sample of 8,568 were defined as "elementary" or "secondary" level teachers as were 5,249 of 5,295 private school teachers.

*Age*

Based on Public Teacher Survey item 35 and Private Teacher Survey item 25, "What was your age on your last birthday?"

*Gender*

Based on Public Teacher Survey item 34 and Private Teacher Survey item 24, "What is your sex?"

*Race/Ethnicity*

Based on Public Teacher Survey item 33 and Private Teacher Survey item 23, "To which one of the following racial/ethnic groups do you belong? (Check one)
American Indian or Alaskan Native
Asian or Pacific Islander
Black (not of Hispanic origin)
White (not of Hispanic origin)
Hispanic"

*Highest Degree*

Based on Public Teacher Survey item 1 and Private Teacher Survey item 1, "Check the box below for the HIGHEST academic degree you have earned. (Do not include honorary degrees.)
No Degree
Associate
Bachelor's
Master's
Doctorate"

No Degree and Associate were grouped as "Less than Bachelor's," and Master's and Doctorate were grouped as "Master's or Higher" for this report.

*Teaching Experience*

Based on Public Teacher Survey item 8 and Private Teacher Survey item 8, "How many years of elementary/secondary school teaching experience in public and private schools will you have completed by the end of this school year?"

Both surveys provided full-time and part-time years separately, but only the Private Teacher Survey provided public and private experience separately. Only the full-time years were used in this report.

*Full-time/Part-time Position*

Based on Public Teacher Survey item 13, "How would you classify your position AT THIS SCHOOL?" and Private Teacher Survey item 10, "How would you classify your teaching assignment while employed at this school during the 1985-86 school year?"

For both items, the choices were "full-time, 3/4 time, 1/2 time, 1/4 time, other." For these analyses, part-time teachers were excluded, since teachers responding to the Private School Survey were directed to skip the section of the questionnaire regarding time usage--the focus of this report.

*Time Usage*

Based upon Public Teacher Survey item 17 and Private Teacher Survey item 16. Teachers were asked, "For the most recent full week, regardless of whether or not it was a typical week, record ... your best estimate of the number of hours you spent on each of [14] indicated school-related activities." The teachers were asked to

disaggregate the time they spent on each activity into two types: time spent during required school hours and not during school hours (either at the school or at home, including weekends). Respondents were asked to report any activity that took place while their class was in session as "classroom teaching." The activity items were:

a. Classroom teaching, including activities you performed while classes you taught were in session (e.g., grading papers, class preparation, record-keeping)
b. Tutoring of students outside of regularly scheduled classes, except private tutoring for which you were paid
c. Student counseling and guidance, except during classroom teaching or monitoring periods
d. Monitoring (e.g., homeroom, study hall, lunchroom, playground, after school detention)
e. Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods
f. Class preparation (preparing lesson plans, developing individualized educational programs (IEP's), gathering materials, etc., except during classroom teaching or monitoring periods)
g. Administrative activities (includes staff conferences, recordkeeping), except during classroom teaching or monitoring periods
h. Transporting students
i. Parent conferences, except during classroom teaching or monitoring periods
j. Coaching athletics
k. Field trips
l. Advising or directing school clubs and associations
m. Other activity (including free time, lunch time, etc.).

**Precision of Estimates**

The estimates presented in the tables are based on samples and are subject to sampling variability. Caution should be exercised in interpreting statistics based on relatively small numbers of cases as well as in interpreting relatively small differences between estimates. If the questionnaires had been sent to different samples, the responses would not have been identical; some numbers might have been higher, others lower. The standard errors in the appendix standard error tables provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under similar conditions, a range of plus or minus two standard errors would include the population value about 95 percent of the time.

Because the public and private samples were drawn separately, at different times, using different procedures, and from different populations, standard errors were computed separately for public and private teacher estimates. As a result, additional steps were needed to compare the two sets of estimates. The estimated difference between the separate estimates merely involved subtracting the private estimate from the public one; the estimated difference was then converted to a standardized form by dividing the estimated difference by its standard deviation to obtain a t-statistic. This can be written as follows:

Estimated difference $\hat{d}_i = \hat{x}_i - \hat{y}_i$

where $\hat{x}_i$ = public teacher estimate for cell i, and

$\hat{y}_i$ = private teacher estimate for cell i.

Standardized difference $\hat{d}_i = \frac{\hat{d}_i}{s(\hat{d}_i)}$

where $s(\hat{d}_i) = \sqrt{se(\hat{x}_i)^2 + se(\hat{y}_i)^2}$

The t-statistic can be used to judge statistical significance; if the absolute value of t is greater than 2, significance is at the 95 percent level, and a t greater than 3 is significant at the 99 percent level. This report involves numerous comparisons, which makes it particularly important to use caution in interpreting small differences.

Standard errors cannot take the effects of nonsampling biases into account. Several nonsampling factors potentially bias or limit the findings presented here. First, the newest of the data are from the 1985-86 school year (the Private School Survey), whereas the Survey of Public Schools data are from 1984-85. While substantial changes during the past two or three years are unlikely for the variables analyzed here, such changes cannot be ruled out completely. Second, the estimates for private school teachers are probably biased, since the private school sampling frame was incomplete. Third, additional biases could be introduced by different interpretations of items by respondents, by nonresponse biases, and in coding and entering responses. When identified, a few cases of obvious coding errors have been repaired or defined as missing. Nothing, of course, can repair errors in misinterpretation by respondents, but the items addressed here appear straightforward enough to keep this potential problem to a minimum.

### Regression Analysis

The regression analyses were conducted on a merged public and private teacher sample of 12,535 cases; each case had to be linked to school-level data and have an elementary or secondary teaching level code. All categorical variables (e.g., region) were treated as "dummy" variables, that is, they were recoded as either zero or one.

## For More Information

For more information about this report or NCES' 1984-85 Public School Survey or 1985-86 National Survey of Private Schools, contact Charles H. Hammer, Elementary and Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue NW, Washington, DC 20208; telephone (202) 357-6330.


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Table A-1.--Hours per week spent by full-time teachers on selected activities: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 50.4 | 50.0 | 49.2 | 49.0 | 52.8 | 52.1 |
| Classroom teaching | 25.5 | 25.3 | 26.0 | 27.1 | 24.4 | 21.8 |
| Planning and evaluation, total | 15.2 | 15.2 | 15.1 | 14.4 | 15.4 | 16.7 |
| Reviewing and grading | 6.5 | 6.4 | 6.4 | 6.1 | 6.7 | 6.9 |
| Class preparation | 6.2 | 6.2 | 6.1 | 5.9 | 6.2 | 6.7 |
| Administrative activities | 1.8 | 2.0 | 1.7 | 1.7 | 1.9 | 2.6 |
| Parent conferences | 0.8 | 0.6 | 0.9 | 0.7 | 0.6 | 0.4 |
| Extracurricular supervision, total | 2.4 | 2.4 | 1.4 | 1.5 | 4.4 | 4.3 |
| Transporting students | 0.2 | 0.3 | 0.1 | 0.3 | 0.3 | 0.3 |
| Coaching athletics | 1.2 | 1.1 | 0.6 | 0.5 | 2.4 | 2.4 |
| Field trips | 0.4 | 0.3 | 0.4 | 0.4 | 0.5 | 0.2 |
| Advising school clubs | 0.7 | 0.7 | 0.4 | 0.4 | 1.2 | 1.3 |
| Other activities with direct student contact, total | 4.4 | 4.7 | 3.8 | 3.9 | 5.4 | 6.3 |
| Tutoring | 1.2 | 1.2 | 1.0 | 0.9 | 1.8 | 1.9 |
| Counseling and guidance | 0.8 | 0.9 | 0.7 | 0.6 | 1.2 | 1.4 |
| Monitoring | 2.3 | 2.7 | 2.2 | 2.5 | 2.4 | 3.0 |
| Other activities (free time and lunch time) | 2.4 | 2.6 | 2.3 | 2.2 | 2.7 | 3.2 |
| Absent | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 | 0.1 |

NOTE: Columns may not sum to total because of rounding.

Table A-2.--Hours per week spent by full-time teachers on selected activities, by percentage of total hours: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| Classroom teaching | 50.5 | 50.5 | 52.9 | 55.3 | 46.2 | 41.7 |
| Planning and evaluation | 30.1 | 30.3 | 30.7 | 29.3 | 29.1 | 32.0 |
| Extracurricular supervision | 4.8 | 4.8 | 2.9 | 3.0 | 8.3 | 8.2 |
| Other activities with direct student contact | 8.7 | 9.5 | 7.8 | 8.0 | 10.2 | 12.0 |
| Other | 5.4 | 5.5 | 5.4 | 4.9 | 5.6 | 6.4 |

NOTE: Columns may not sum to total because of rounding. "Other" includes absence during previous week.

Table A-3.--Hours per week spent by full-time teachers on selected activities, by type of activity: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 38.6 | 37.2 | 38.3 | 37.1 | 39.1 | 37.4 |
| Classroom teaching | 25.5 | 25.3 | 26.0 | 27.1 | 24.4 | 21.8 |
| Planning and evaluation, total | 6.1 | 5.1 | 5.9 | 4.4 | 6.4 | 6.7 |
| Reviewing and grading | 2.0 | 1.7 | 1.9 | 1.5 | 2.2 | 2.2 |
| Class preparation | 2.6 | 2.0 | 2.6 | 1.8 | 2.7 | 2.5 |
| Administrative activities | 1.1 | 1.2 | 1.0 | 0.9 | 1.2 | 1.8 |
| Parent conferences | 0.4 | 0.2 | 0.5 | 0.2 | 0.3 | 0.2 |
| Extracurricular supervision, total | 0.8 | 0.9 | 0.6 | 0.6 | 1.2 | 1.5 |
| Transporting students | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |
| Coaching athletics | 0.3 | 0.3 | 0.1 | 0.1 | 0.5 | 0.7 |
| Field trips | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 |
| Advising school clubs | 0.3 | 0.3 | 0.2 | 0.1 | 0.5 | 0.5 |
| Other activities with direct student contact | 3.5 | 3.8 | 3.2 | 3.2 | 4.2 | 4.9 |
| Tutoring | 0.8 | 0.8 | 0.7 | 0.5 | 1.1 | 1.3 |
| Counseling and guidance | 0.6 | 0.6 | 0.5 | 0.4 | 0.8 | 1.0 |
| Monitoring | 2.1 | 2.4 | 2.1 | 2.3 | 2.3 | 2.6 |
| Other activities (free time and lunch time) | 2.2 | 2.3 | 2.1 | 2.0 | 2.4 | 2.7 |
| Absent | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 | 0.1 |

NOTE: Columns may not sum to total because of rounding.

Table A-4.--Hours per week spent by full-time teachers on activities outside of required school hours: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 11.9 | 12.8 | 10.9 | 11.8 | 13.7 | 14.7 |
| Classroom teaching | - | - | - | - | - | - |
| Planning and evaluation | 9.1 | 10.0 | 9.2 | 10.0 | 9.0 | 10.0 |
| Reviewing and grading | 4.5 | 4.7 | 4.5 | 4.7 | 4.5 | 4.7 |
| Class preparation | 3.5 | 4.2 | 3.5 | 4.2 | 3.5 | 4.2 |
| Administrative activities | 0.7 | 0.8 | 0.7 | 0.8 | 0.7 | 0.8 |
| Parent conferences | 0.4 | 0.4 | 0.4 | 0.4 | 0.3 | 0.2 |
| Extracurricular supervision | 1.6 | 1.5 | 0.8 | 0.8 | 3.2 | 2.9 |
| Transporting students | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 |
| Coaching athletics | 0.9 | 0.8 | 0.4 | 0.3 | 1.9 | 1.8 |
| Field trips | 0.2 | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 |
| Advising school clubs | 0.4 | 0.4 | 0.2 | 0.2 | 0.7 | 0.8 |
| Other activities with direct student contact | 0.9 | 1.0 | 0.7 | 0.8 | 1.2 | 1.4 |
| Tutoring | 0.4 | 0.4 | 0.3 | 0.4 | 0.6 | 0.6 |
| Counseling and guidance | 0.3 | 0.3 | 0.2 | 0.2 | 0.4 | 0.5 |
| Monitoring | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.4 |
| Other activities (free time and lunch time) | 0.2 | 0.3 | 0.2 | 0.2 | 0.3 | 0.5 |
| Absent | - | - | - | - | - | - |

- Not applicable.
NOTE: Columns may not sum to total because of rounding.

Table A-5.--Selected characteristics of elementary and secondary teachers in public and private schools: 1984-86

| Characteristic | Population | | | |
|---|---|---|---|---|
| | Public teachers (number = 8,392) | | Private teachers (number = 5,249) | |
| | Estimate | Percent | Estimate | Percent |
| All teachers | 2,055,839 | 100.0 | 398,419 | 100.0 |
| Highest degree | | | | |
| Less than bachelor's | 18,503 | 0.9 | 20,319 | 5.1 |
| Bachelor's | 1,054,645 | 51.3 | 254,988 | 64.0 |
| Master's or higher | 982,691 | 47.8 | 123,111 | 30.9 |
| Undergraduate major | | | | |
| Education | 1,476,092 | 71.8 | 212,756 | 53.4 |
| Non-education | 219,975 | 10.7 | 136,259 | 34.2 |
| Both | 359,772 | 17.5 | 48,209 | 12.1 |
| Recent training | | | | |
| College credit only | 347,437 | 16.9 | 80,481 | 20.2 |
| Inservice only | 425,559 | 20.7 | 56,974 | 14.3 |
| Other only | 74,010 | 3.6 | 23,905 | 6.0 |
| Combination | 407,056 | 19.8 | 53,388 | 13.4 |
| No recent training | 797,666 | 38.8 | 183,671 | 46.1 |
| Full-time teaching experience | | | | |
| Less than 5 years | 246,701 | 12.0 | 123,908 | 31.1 |
| 5-9 years | 425,559 | 20.7 | 103,987 | 26.1 |
| 10-14 years | 499,569 | 24.3 | 74,504 | 18.7 |
| 15-19 years | 402,944 | 19.6 | 41,037 | 10.3 |
| 20-24 years | 230,254 | 11.2 | 22,710 | 5.7 |
| 25 or more years | 250,812 | 12.2 | 32,272 | 8.1 |
| Race/ethnicity | | | | |
| White | 1,778,301 | 86.5 | 367,741 | 92.3 |
| Other races | 277,538 | 13.5 | 30,678 | 7.7 |
| Gender | | | | |
| Female | 1,395,915 | 67.9 | 301,603 | 75.7 |
| Male | 659,924 | 32.1 | 96,816 | 24.3 |

Table A-5--Selected characteristics of elementary and secondary teachers in public and private schools: 1984-86--Continued

| Characteristic | Population | | | |
|---|---|---|---|---|
| | Public teachers (number = 8,392) | | Private teachers (number = 5,249) | |
| | Estimate | Percent | Estimate | Percent |
| **Age** | | | | |
| 30 years or less | 281,650 | 13.7 | 94,824 | 23.8 |
| 30-34 years | 351,548 | 17.1 | 71,715 | 18.0 |
| 35-39 years | 470,787 | 22.9 | 78,887 | 19.8 |
| 40-44 years | 328,934 | 16.0 | 55,380 | 13.9 |
| 45-49 years | 236,421 | 11.5 | 36,655 | 9.2 |
| 50 years or older | 388,554 | 18.9 | 60,560 | 15.2 |
| **Teaching level** | | | | |
| Elementary | 1,356,180 | 66.0 | 261,325 | 65.6 |
| Secondary | 699,659 | 34.0 | 137,095 | 34.4 |
| **School size** | | | | |
| Less than 400 students | 962,819 | 46.9 | 245,217 | 61.5 |
| 400-699 students | 682,113 | 33.2 | 85,295 | 21.4 |
| More than 700 students | 409,331 | 19.9 | 67,907 | 17.0 |
| **Region** | | | | |
| Northeast | 397,700 | 19.3 | 117,230 | 29.4 |
| Midwest | 504,019 | 24.5 | 98,800 | 24.8 |
| South | 747,342 | 36.4 | 116,714 | 29.3 |
| West | 406,688 | 19.8 | 65,675 | 16.5 |

SOURCE: E. William Strang, "Background and Experience Characteristics of Public and Private School Teachers: 1984-85 and 1985-86, respectively." (October, 1988)

Table A-6.--Aggregate number of hours spent by full-time elementary teachers on selected activities, by teacher characteristic: 1984-86

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| All Teachers | 3,389 | 3,089 | 49.2 | 49.0 | 26.0 | 27.1 | 15.1 | 14.4 | 1.4 | 1.5 | 3.8 | 3.9 | 2.6 | 2.4 |
| Highest degree | | | | | | | | | | | | | | |
| Less than bachelor's | 11 | 186 | 52.7 | 46.9 | 25.6 | 27.5 | 12.8 | 12.3 | 4.5 | 0.9 | 5.5 | 4.3 | 4.3 | 2.2 |
| Bachelor's | 1,883 | 2,295 | 49.5 | 49.3 | 26.3 | 27.4 | 15.1 | 14.3 | 1.5 | 1.5 | 3.8 | 3.9 | 2.6 | 2.5 |
| Master's or higher | 1,495 | 608 | 48.8 | 48.4 | 25.8 | 26.0 | 15.2 | 15.1 | 1.2 | 1.4 | 3.9 | 4.1 | 2.6 | 2.2 |
| School affiliation | | | | | | | | | | | | | | |
| Catholic | - | 1,742 | - | 49.3 | - | 27.9 | - | 14.5 | - | 1.2 | - | 3.2 | - | 2.5 |
| Other religion | - | 946 | - | 49.8 | - | 27.2 | - | 14.2 | - | 1.6 | - | 4.6 | - | 2.2 |
| None | - | 401 | - | 48.4 | - | 24.9 | - | 14.3 | - | 1.9 | - | 4.6 | - | 2.6 |
| Full-time teaching experience | | | | | | | | | | | | | | |
| 0-5 years | 485 | 1,080 | 50.2 | 49.1 | 26.1 | 26.9 | 14.9 | 14.0 | 2.0 | 1.7 | 4.0 | 4.1 | 2.9 | 2.7 |
| 6-10 years | 739 | 808 | 48.8 | 48.9 | 25.6 | 26.9 | 14.8 | 14.1 | 1.5 | 1.7 | 4.1 | 4.0 | 2.7 | 2.5 |
| 11-15 years | 801 | 523 | 49.3 | 48.8 | 25.8 | 27.1 | 15.0 | 14.8 | 1.5 | 1.4 | 4.1 | 3.8 | 2.6 | 2.1 |
| 16-20 years | 624 | 261 | 48.9 | 49.0 | 26.4 | 27.3 | 15.2 | 14.5 | 1.1 | 1.3 | 3.4 | 4.0 | 2.5 | 2.2 |
| 21-25 years | 368 | 183 | 48.8 | 50.0 | 26.2 | 27.5 | 15.6 | 15.8 | 0.9 | 0.6 | 3.4 | 3.8 | 2.5 | 2.7 |
| 26 or more years | 372 | 234 | 49.4 | 47.9 | 26.8 | 28.0 | 15.8 | 14.8 | 1.0 | 0.6 | 3.3 | 3.3 | 2.3 | 1.5 |
| Race/ethnicity | | | | | | | | | | | | | | |
| Black, NonHispanic | 420 | 151 | 50.6 | 50.4 | 25.7 | 26.0 | 16.4 | 14.3 | 1.5 | 2.5 | 4.5 | 5.1 | 2.4 | 2.7 |
| White, NonHispanic | 2,789 | 2,788 | 48.9 | 48.9 | 26.1 | 27.1 | 14.9 | 14.5 | 1.4 | 1.4 | 3.7 | 3.9 | 2.7 | 2.4 |
| Other | 180 | 150 | 51.3 | 48.0 | 26.4 | 28.0 | 16.3 | 12.2 | 1.9 | 1.8 | 3.9 | 4.6 | 2.8 | 1.8 |
| Gender | | | | | | | | | | | | | | |
| Female | 2,747 | 2,755 | 49.1 | 48.7 | 26.1 | 27.1 | 15.5 | 14.5 | 0.9 | 1.2 | 3.6 | 3.8 | 2.6 | 2.4 |
| Male | 642 | 334 | 49.7 | 51.0 | 25.5 | 26.9 | 13.6 | 13.6 | 3.3 | 3.8 | 4.5 | 5.1 | 2.7 | 2.1 |
| Age | | | | | | | | | | | | | | |
| Under 26 years old | 144 | 404 | 51.8 | 50.9 | 25.7 | 27.0 | 15.7 | 14.4 | 2.0 | 2.0 | 4.3 | 4.6 | 3.2 | 2.8 |
| 26-30 years | 370 | 543 | 49.3 | 49.1 | 25.3 | 27.3 | 14.3 | 13.8 | 2.1 | 1.9 | 4.2 | 4.1 | 2.9 | 2.6 |
| 31-35 years | 608 | 542 | 48.5 | 48.2 | 25.9 | 26.5 | 14.0 | 14.7 | 1.5 | 1.9 | 4.0 | 4.1 | 2.7 | 2.5 |
| 36-40 years | 714 | 518 | 49.6 | 49.3 | 25.7 | 27.1 | 15.1 | 13.8 | 1.6 | 1.5 | 4.1 | 3.8 | 2.8 | 2.3 |
| 41-45 years | 509 | 407 | 49.5 | 49.5 | 26.0 | 27.8 | 16.2 | 14.3 | 1.1 | 0.8 | 3.5 | 3.6 | 2.6 | 2.2 |
| 46-50 years | 372 | 261 | 49.0 | 49.6 | 26.7 | 26.5 | 15.3 | 15.7 | 1.1 | 0.8 | 3.9 | 3.7 | 2.4 | 2.3 |
| 51-55 years | 335 | 166 | 50.6 | 50.1 | 26.9 | 26.4 | 16.5 | 15.4 | 0.9 | 0.8 | 3.2 | 3.9 | 2.4 | 2.1 |

Table A-6.--Aggregate number of hours spent by full-time elementary teachers on selected activities, by teacher characteristic: 1984-86--Continued

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| 56-60 years | 222 | 127 | 49.0 | 48.1 | 26.6 | 27.2 | 15.6 | 14.4 | 0.6 | 0.9 | 2.9 | 3.7 | 2.3 | 2.5 |
| 61 years and over | 115 | 121 | 48.5 | 48.9 | 27.9 | 28.5 | 14.4 | 13.8 | 0.9 | 0.4 | 3.0 | 3.2 | 2.0 | 1.7 |
| School enrollment | | | | | | | | | | | | | | |
| Less than 300 students | 635 | 1,752 | 48.7 | 49.0 | 26.1 | 27.2 | 14.4 | 14.1 | 1.8 | 1.6 | 3.9 | 4.2 | 2.4 | 2.3 |
| 300-499 students | 1,144 | 761 | 49.2 | 49.0 | 26.2 | 26.6 | 15.1 | 14.9 | 1.4 | 1.5 | 3.7 | 3.8 | 2.7 | 2.6 |
| 500-749 students | 974 | 387 | 49.7 | 48.7 | 26.1 | 27.6 | 15.5 | 14.6 | 1.2 | 1.2 | 3.8 | 3.4 | 2.8 | 2.3 |
| 750-999 students | 391 | 133 | 48.7 | 48.8 | 25.9 | 27.6 | 14.9 | 14.1 | 1.4 | 1.0 | 3.9 | 3.3 | 2.6 | 3.2 |
| 1,000-1,500 students | 202 | 49 | 48.2 | 47.3 | 25.2 | 24.7 | 15.2 | 15.0 | 1.2 | 0.8 | 4.1 | 4.4 | 2.4 | 2.8 |
| 1,500 or more students | 43 | 7 | 52.6 | 48.4 | 26.9 | 30.0 | 17.5 | 12.1 | 2.0 | 0.6 | 2.9 | 4.3 | 3.3 | 1.6 |
| Region | | | | | | | | | | | | | | |
| Northeast | 692 | 1,099 | 50.7 | 47.6 | 26.3 | 26.5 | 16.4 | 14.0 | 1.5 | 1.3 | 3.8 | 3.6 | 2.5 | 2.5 |
| North Central | 814 | 904 | 49.6 | 50.3 | 26.1 | 27.7 | 15.4 | 15.4 | 1.5 | 1.4 | 3.5 | 3.7 | 2.7 | 2.5 |
| South | 557 | 451 | 46.3 | 48.0 | 24.1 | 26.8 | 13.9 | 13.0 | 1.3 | 2.0 | 3.7 | 4.4 | 3.2 | 2.2 |
| West | 1,326 | 635 | 49.6 | 50.1 | 26.8 | 27.5 | 14.8 | 14.8 | 1.3 | 1.4 | 4.1 | 4.3 | 2.4 | 2.4 |

- Not applicable.
NOTE: "Other" includes absence during previous week.

Table A-7.--Aggregate number of hours spent by secondary full-time teachers on selected activities, by teacher characteristic: 1984-86

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| All teachers | 3,752 | 1,455 | 52.9 | 52.1 | 24.4 | 21.8 | 15.4 | 16.7 | 4.4 | 4.3 | 5.4 | 6.3 | 2.9 | 3.4 |
| Highest degree | | | | | | | | | | | | | | |
| Less than bachelor's | 80 | 25 | 45.4 | 48.1 | 25.0 | 20.7 | 11.0 | 11.7 | 2.9 | 5.5 | 3.9 | 7.2 | 2.5 | 3.2 |
| Bachelor's | 1,699 | 741 | 53.5 | 53.0 | 24.8 | 22.7 | 14.8 | 16.2 | 5.3 | 4.8 | 5.3 | 6.2 | 3.0 | 3.4 |
| Master's or higher | 1,973 | 689 | 52.7 | 51.4 | 24.1 | 20.8 | 16.0 | 17.4 | 3.9 | 3.8 | 5.6 | 6.4 | 2.9 | 3.3 |
| School affiliation | | | | | | | | | | | | | | |
| Catholic | - | 773 | - | 51.8 | - | 21.6 | - | 16.8 | - | 4.3 | - | 5.8 | - | 3.5 |
| Other religion | - | 384 | - | 53.4 | - | 22.4 | - | 16.0 | - | 5.0 | - | 7.1 | - | 3.0 |
| None | - | 298 | - | 51.6 | - | 21.5 | - | 17.0 | - | 3.6 | - | 6.5 | - | 3.4 |
| Full-time teaching experience | | | | | | | | | | | | | | |
| 0-5 years | 551 | 434 | 56.8 | 52.5 | 24.7 | 21.7 | 15.5 | 16.5 | 7.1 | 4.6 | 5.8 | 6.3 | 3.3 | 3.5 |
| 6-10 years | 726 | 355 | 52.2 | 52.8 | 24.7 | 22.5 | 14.7 | 15.4 | 4.4 | 5.0 | 5.2 | 7.1 | 3.0 | 3.1 |
| 11-15 years | 910 | 291 | 52.0 | 52.5 | 24.2 | 21.7 | 14.9 | 17.1 | 4.5 | 4.4 | 5.5 | 6.0 | 2.8 | 3.6 |
| 16-20 years | 711 | 164 | 53.7 | 52.3 | 24.7 | 22.2 | 15.9 | 17.2 | 4.1 | 3.9 | 5.5 | 6.1 | 3.3 | 3.2 |
| 21-25 years | 440 | 84 | 52.1 | 55.0 | 24.3 | 22.1 | 15.9 | 20.3 | 3.5 | 3.1 | 5.4 | 6.2 | 2.8 | 3.5 |
| 26 or more years | 414 | 127 | 50.8 | 46.3 | 24.0 | 19.6 | 15.8 | 16.8 | 2.9 | 2.0 | 5.1 | 4.9 | 2.5 | 3.2 |
| Race/ethnicity | | | | | | | | | | | | | | |
| Black, Non-Hispanic | 378 | 35 | 54.1 | 51.8 | 23.5 | 23.7 | 16.8 | 16.2 | 4.8 | 3.5 | 6.1 | 5.6 | 2.6 | 3.2 |
| White, Non-Hispanic | 3,233 | 1,349 | 52.6 | 52.2 | 24.5 | 21.6 | 15.1 | 16.8 | 4.5 | 4.4 | 5.3 | 6.3 | 3.0 | 3.4 |
| Other | 141 | 71 | 58.0 | 49.8 | 24.6 | 24.2 | 18.3 | 14.4 | 4.8 | 3.0 | 6.4 | 5.5 | 3.7 | 2.9 |
| Gender | | | | | | | | | | | | | | |
| Female | 1,699 | 736 | 52.2 | 50.8 | 24.5 | 22.0 | 16.2 | 17.0 | 3.0 | 2.7 | 5.2 | 6.1 | 3.0 | 3.3 |
| Male | 2,053 | 719 | 53.6 | 53.5 | 24.4 | 21.6 | 14.6 | 16.3 | 5.8 | 5.9 | 5.6 | 6.5 | 3.0 | 3.4 |
| Age | | | | | | | | | | | | | | |
| Under 26 years old | 148 | 137 | 58.9 | 55.4 | 24.7 | 22.4 | 14.4 | 16.1 | 9.0 | 6.1 | 5.4 | 7.8 | 4.5 | 3.2 |
| 26-30 years | 419 | 236 | 56.4 | 52.1 | 25.1 | 22.5 | 15.0 | 16.0 | 6.9 | 5.3 | 6.0 | 5.7 | 3.2 | 2.9 |
| 31-35 years | 665 | 294 | 52.3 | 53.4 | 24.2 | 21.7 | 14.7 | 15.5 | 5.0 | 5.7 | 5.5 | 6.7 | 2.8 | 3.9 |
| 36-40 years | 889 | 278 | 52.6 | 52.7 | 24.1 | 21.6 | 15.3 | 17.5 | 4.4 | 3.8 | 5.6 | 6.5 | 3.0 | 3.6 |
| 41-45 years | 576 | 179 | 52.5 | 52.2 | 24.9 | 21.6 | 15.8 | 18.0 | 3.6 | 3.2 | 4.8 | 6.8 | 3.1 | 3.0 |
| 46-50 years | 411 | 125 | 51.9 | 51.7 | 24.0 | 22.1 | 15.3 | 17.8 | 3.8 | 3.2 | 5.9 | 5.3 | 2.7 | 3.4 |
| 51-55 years | 351 | 96 | 52.5 | 48.5 | 24.6 | 20.6 | 16.6 | 16.4 | 3.1 | 2.3 | 4.7 | 5.9 | 3.0 | 3.6 |

Table A-7.--Aggregate number of hours spent by secondary full-time teachers on selected activities, by teacher characteristic: 1984-86--Continued

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| 56-60 years | 210 | 57 | 49.6 | 49.6 | 24.6 | 21.0 | 15.2 | 18.9 | 1.7 | 1.3 | 5.1 | 5.3 | 2.3 | 3.3 |
| 61 years and over | 83 | 53 | 49.3 | 44.8 | 23.8 | 20.5 | 16.7 | 15.2 | 2.0 | 2.5 | 4.3 | 3.9 | 2.2 | 2.9 |
| School enrollment | | | | | | | | | | | | | | |
| Less than 300 students | 546 | 416 | 54.2 | 50.8 | 26.0 | 23.0 | 14.5 | 15.2 | 4.9 | 3.8 | 5.6 | 6.2 | 2.7 | 3.0 |
| 300-499 students | 432 | 286 | 52.5 | 54.6 | 25.2 | 21.3 | 14.1 | 17.8 | 5.1 | 5.4 | 5.1 | 7.5 | 2.7 | 2.9 |
| 500-749 students | 491 | 295 | 53.6 | 52.1 | 25.4 | 21.7 | 14.5 | 16.0 | 5.0 | 4.7 | 5.7 | 6.2 | 2.8 | 3.7 |
| 750-999 students | 482 | 173 | 52.0 | 52.1 | 24.4 | 21.9 | 14.8 | 17.4 | 4.5 | 4.3 | 5.1 | 5.7 | 2.8 | 3.1 |
| 1,000-1,500 students | 787 | 178 | 52.4 | 53.0 | 24.3 | 20.8 | 15.4 | 18.2 | 3.9 | 4.3 | 5.4 | 6.2 | 3.2 | 3.9 |
| 1,500 or more students | 1,014 | 107 | 53.1 | 50.0 | 23.2 | 19.6 | 16.8 | 17.7 | 4.3 | 3.0 | 5.4 | 5.5 | 3.1 | 4.3 |
| Region | | | | | | | | | | | | | | |
| Northeast | 685 | 574 | 53.8 | 51.2 | 25.5 | 20.4 | 15.8 | 17.0 | 4.8 | 3.8 | 4.6 | 6.6 | 3.0 | 3.6 |
| North Central | 964 | 345 | 53.5 | 54.5 | 24.7 | 22.9 | 15.0 | 16.8 | 4.8 | 5.3 | 5.6 | 6.2 | 2.7 | 3.3 |
| South | 592 | 210 | 50.5 | 50.9 | 22.1 | 22.9 | 14.9 | 14.5 | 3.5 | 4.9 | 6.4 | 6.0 | 3.4 | 3.0 |
| West | 1,511 | 326 | 52.6 | 52.8 | 25.0 | 22.8 | 15.7 | 17.5 | 4.6 | 3.7 | 5.1 | 5.9 | 2.6 | 3.1 |

- Not applicable.

NOTE: "Other" includes absence during previous week.

Table B-1.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Elementary School Teachers

| Independent variable (Number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 25.28* | 14.02* | 3.87* |
| Experience | 0.04* | 0.04* | -0.04* |
| Degree--less than BA | 0.33 | -2.10* | 0.21 |
| Degree--more than BA | 0.30 | 0.03 | 0.28* |
| Sex | 0.62* | 1.82* | -2.48* |
| Race--White | -0.33 | -1.02* | -0.22 |
| Race--Black | -0.82* | 0.36 | 0.24 |
| Size--1,000 or more | -0.52 | 0.56 | -0.24 |
| Size--Less than 300 | 0.09 | -0.67* | 0.44* |
| Type--Private | 0.81* | -1.13* | -0.12 |
| R-Square | 0.01 | 0.02 | 0.08 |

* Indicates statistical significance at ($p<.05$).

Table B-2.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Elementary School Teachers

| Independent variable (number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 25.20* | 14.02* | 3.89* |
| Experience | 0.035* | 0.04* | -0.04* |
| Degree--Less than BA | 0.41 | -2.13* | 0.21 |
| Degree--More than BA | 0.33 | 0.03 | 0.27* |
| Sex | 0.59* | 1.82* | -2.47* |
| Race--White | -0.24 | -1.02* | -0.24 |
| Race--Black | -0.70 | 0.35 | 0.22 |
| Size--1,000 or more | -0.52 | 0.56 | -0.24 |
| Size--less than 300 | 0.15 | -0.68* | 0.44* |
| Religion--Catholic | 1.61* | -1.24* | -0.21 |
| Religion--Other | 1.06* | -1.02 | -0.21 |
| No religion | -1.35* | -1.05 | 0.21 |
| R-Square | 0.01 | 0.01 | 0.07 |

* Indicates statistical significance at ($p<.05$).

Table B-3.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Elementary School Teachers

| Independent variable (number) | Dependent Variable (Hours) Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
|---|---|---|---|
| Intercept | 25.30* | 14.58* | 3.97* |
| Experience | 0.45* | 0.03* | -0.04* |
| Degree--Less than BA | 0.37 | -1.91* | 0.24 |
| Degree--More than BA | 0.20 | -0.07 | 0.28* |
| Sex | 0.49* | 1.84* | -2.47* |
| Race--White | -0.18 | -0.92* | -0.22 |
| Race--Black | -0.19* | 0.58 | 0.26 |
| Size--1,000 or more | -0.41 | 0.77* | -0.22 |
| Size--Less than 300 | 0.14 | -0.68* | 0.43* |
| Type--Private | 1.01* | -1.30* | -0.14 |
| Region--South | -1.79* | -1.66* | -0.13 |
| Region--West | 0.74* | -0.94* | -0.16 |
| Region--Northeast | -0.14 | 0.38 | -0.48 |
| R-Square | 0.03 | 0.02 | 0.08 |

* Indicates statistical significance at (p<.05).

Table B-4.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Elementary School Teachers

| Independent variable (number) | Dependent Variable (Hours) Classroom teaching (12,535) | Planning and evaluation (12,535)( | Extra-curricular supervision 12,535) |
|---|---|---|---|
| Intercept | 25.15* | 14.60* | 3.99* |
| Experience | 0.04* | 0.03* | -0.04* |
| Degree--Less than BA | 0.42 | -1.99* | 0.24 |
| Degree--More than BA | 0.22 | -0.07 | 0.27* |
| Sex | 0.46* | 1.86* | -2.47* |
| Race--White | -0.09 | -0.93* | -0.24 |
| Race--Black | -1.08* | 0.56 | 0.25 |
| Size--1,000 or more | -0.44 | 0.78* | -0.21 |
| Size--Less than 300 | 0.21 | -0.72* | 0.42* |
| Religion--Catholic | 1.80* | -1.65* | -0.26 |
| Religion--Other | 1.28* | -0.92 | -0.21 |
| No religion | -1.08 | -1.02 | 0.21 |
| Region--South | -1.68* | -1.71* | -0.15 |
| Region--West | 0.85* | -0.98* | -0.17 |
| Region--Northeast | -0.08 | 0.37 | -0.06 |
| R-Square | 0.03 | 0.02 | 0.08 |

* Indicates statistical significance at (p<.05).

Table B-5.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Secondary School Teachers

| Independent variable (number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 24.62* | 16.33* | 8.33* |
| Experience | -0.01 | 0.15 | -0.13* |
| Degree--Less than BA | 0.20 | -3.76* | 0.75* |
| Degree--More than BA | 0.16 | -0.72* | 0.21* |
| Sex | 0.16 | 1.43* | -3.21* |
| Race--White | 0.33 | -2.29* | -0.43 |
| Race--Black | -0.40 | -0.87 | 0.50 |
| Size--1,000 or more | -1.27* | 1.42* | -0.55* |
| Size--Less than 300 | 1.09* | -0.47 | -0.56 |
| Type--Private | -2.99* | -0.23 | -0.95 |
| R-Square | 0.04 | 0.03 | 0.06 |

* Indicates statistical significance at ($p<.05$).



Table B-6.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Secondary School Teachers

| Independent variable (number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 24.60* | 16.33* | 8.32* |
| Experience | 0.00 | 0.17 | -0.14* |
| Degree--Less than BA | 0.19 | -3.76* | -2.56* |
| Degree--More than BA | 0.15 | -0.71* | 0.69* |
| Sex | 0.16 | 1.44* | -3.23* |
| Race--White | 0.36 | -2.32* | -0.38 |
| Race--Black | -0.36 | -0.91 | 0.57 |
| Size--1,000 or more | -1.27* | 1.43* | -0.57* |
| Size--Less than 300 | 1.16* | -0.56 | -0.42 |
| Religion--Catholic | -2.73* | -0.58 | -0.45 |
| Religion--Other | -2.75* | -0.23 | -0.87 |
| No religion | -3.69* | 0.43 | -1.98* |
| R-Square | 0.03 | 0.02 | 0.06 |

* Indicates statistical significance at ($p<.05$).

Table B-7.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Secondary School Teachers

| Independent variable (number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 24.86* | 16.31* | 8.59* |
| Experience | 0.00 | 0.02 | -0.13* |
| Degree--Less than BA | 0.16 | -3.69* | -2.56* |
| Degree--More than BA | 0.03 | -0.81* | 0.66* |
| Sex | 0.01 | 1.39* | -3.27* |
| Race--White | 0.49 | -2.21* | -0.39 |
| Race--Black | -0.70 | -0.90 | 0.37 |
| Size--1,000 or more | -1.26* | 1.37* | -0.53* |
| Size--Less than 300 | 0.91* | -0.61 | -0.62 |
| Type--Private | -2.86* | -0.29 | -0.89 |
| Region--South | -2.17* | -0.66 | -1.08* |
| Region--West | 0.41 | 0.23 | -0.03 |
| Region--Northeast | 0.02 | 0.52 | -0.26 |
| R-Square | 0.05 | 0.03 | 0.07 |

* Indicates statistical significance at (p<.05).





Table B-8.--Ordinary Least Squares Multiple Linear Regression Models Relating School and Teacher Characteristics to Hours Spent on Teaching Activities: Secondary School Teachers

| Independent variable (number) | Dependent Variable (Hours) | | |
|---|---|---|---|
| | Classroom teaching (12,535) | Planning and evaluation (12,535) | Extra-curricular supervision (12,535) |
| Intercept | 24.83* | 16.34* | 8.55* |
| Experience | 0.00 | 0.02 | -0.13* |
| Degree--Less than BA | 0.14 | -3.69* | -2.57* |
| Degree--More than BA | 0.03 | -0.79* | 0.65* |
| Sex | 0.02 | 1.40* | -3.28* |
| Race--White | 0.50 | -2.25* | -0.34 |
| Race--Black | -0.68 | -0.96 | 0.43 |
| Size--1,000 or more | -1.26* | 1.38* | -0.54* |
| Size--Less than 300 | 0.93* | -0.72 | -0.50 |
| Religion--Catholic | -2.80* | -0.71 | -0.48 |
| Religion--Other | -2.51* | -0.19 | -0.76 |
| No religion | -3.32* | 0.42 | -1.78* |
| Region--South | -2.15* | -0.72* | -1.01* |
| Region--West | 0.42 | 0.19 | 0.00 |
| Region--Northeast | 0.04 | 0.48 | -0.21 |
| R-Square | 0.05 | 0.03 | 0.07 |

* Indicates statistical significance at (p<.05).

Appendix C

Table C-1.--Standard errors for total hours per week spent on selected activities by full-time public and private school teachers: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 0.19 | 0.23 | 0.24 | 0.24 | 0.29 | 0.45 |
| Classroom teaching | 0.10 | 0.22 | 0.14 | 0.19 | 0.15 | 0.29 |
| Planning and evaluation | 0.12 | 0.19 | 0.16 | 0.22 | 0.17 | 0.32 |
| Extracurricular supervision | 0.07 | 0.12 | 0.08 | 0.08 | 0.15 | 0.25 |
| Other activities with direct student contact | 0.07 | 0.11 | 0.09 | 0.08 | 0.11 | 0.22 |
| Other | 0.05 | 0.07 | 0.06 | 0.06 | 0.08 | 0.15 |

NOTE: Details may not sum to totals because of rounding. "Other" includes absence during previous week.

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Table C-2.--Standard errors for hours per week spent on selected activities, as a percent of total hours, by full-time public and private school teachers: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | - | - | - | - | - | - |
| Classroom teaching | 0.23 | 0.49 | 0.31 | 0.41 | 0.32 | 0.68 |
| Planning and evaluation | 0.19 | 0.30 | 0.25 | 0.35 | 0.26 | 0.49 |
| Extracurricular supervision | 0.12 | 0.20 | 0.14 | 0.14 | 0.21 | 0.45 |
| Other activities with direct student contact | 0.13 | 0.19 | 0.17 | 0.17 | 0.19 | 0.36 |
| Other | 0.09 | 0.13 | 0.13 | 0.13 | 0.13 | 0.25 |

- Not applicable.
NOTE: "Other" includes absence during previous week.

Table C-3.--Standard errors for total hours per week spent on selected activities by full-time public and private school teachers: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 0.18 | 0.23 | 0.23 | 0.24 | 0.27 | 0.45 |
| Classroom teaching | 0.10 | 0.22 | 0.14 | 0.19 | 0.15 | 0.29 |
| Planning and evaluation, total | - | - | - | - | - | - |
| Reviewing and grading | 0.07 | 0.11 | 0.10 | 0.11 | 0.11 | 0.23 |
| Class preparation | 0.06 | 0.09 | 0.09 | 0.10 | 0.08 | 0.17 |
| Administrative activities | 0.04 | 0.09 | 0.04 | 0.07 | 0.07 | 0.19 |
| Parent conferences | 0.02 | 0.02 | 0.03 | 0.02 | 0.02 | 0.03 |
| Extracurricular supervision, total | - | - | - | - | - | - |
| Transporting students | 0.01 | 0.04 | 0.02 | 0.05 | 0.02 | 0.04 |
| Coaching athletics | 0.06 | 0.09 | 0.06 | 0.05 | 0.12 | 0.23 |
| Field trips | 0.03 | 0.03 | 0.03 | 0.04 | 0.04 | 0.04 |
| Advising school clubs | 0.03 | 0.04 | 0.03 | 0.03 | 0.06 | 0.10 |
| Other activities with direct student contact, total | - | - | - | - | - | - |
| Tutoring | 0.03 | 0.05 | 0.04 | 0.04 | 0.06 | 0.12 |
| Counseling and guidance | 0.03 | 0.04 | 0.03 | 0.03 | 0.05 | 0.09 |
| Monitoring | 0.04 | 0.06 | 0.05 | 0.07 | 0.07 | 0.13 |
| Other activities (free time and lunch time) | 0.04 | 0.07 | 0.05 | 0.05 | 0.07 | 0.15 |
| Absent | 0.02 | 0.02 | 0.03 | 0.03 | 0.03 | 0.02 |

- Not applicable.

Table C-4.--Standard errors for total hours per week spent selected activities, during required school hours, by full-time public and private school teachers: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 0.10 | 0.14 | 0.14 | 0.17 | 0.15 | 0.25 |
| Classroom teaching | 0.10 | 0.22 | 0.14 | 0.19 | 0.15 | 0.29 |
| Planning and evaluation, total | - | - | - | - | - | - |
| Reviewing and grading | 0.03 | 0.05 | 0.04 | 0.06 | 0.05 | 0.09 |
| Class preparation | 0.04 | 0.06 | 0.05 | 0.07 | 0.05 | 0.08 |
| Administrative activities | 0.03 | 0.07 | 0.03 | 0.05 | 0.05 | 0.14 |
| Parent conferences | 0.01 | 0.01 | 0.02 | 0.01 | 0.02 | 0.02 |
| Extracurricular supervision, total | - | - | - | - | - | - |
| Transporting students | 0.01 | 0.02 | 0.01 | 0.02 | 0.01 | 0.02 |
| Coaching athletics | 0.02 | 0.05 | 0.02 | 0.02 | 0.05 | 0.12 |
| Field trips | 0.02 | 0.02 | 0.02 | 0.03 | 0.02 | 0.03 |
| Advising school clubs | 0.01 | 0.02 | 0.01 | 0.01 | 0.03 | 0.05 |
| Other activities with direct student contact, total | - | - | - | - | - | - |
| Tutoring | 0.03 | 0.05 | 0.03 | 0.03 | 0.05 | 0.12 |
| Counseling and guidance | 0.02 | 0.03 | 0.02 | 0.02 | 0.03 | 0.07 |
| Monitoring | 0.04 | 0.06 | 0.05 | 0.07 | 0.06 | 0.11 |
| Other activities (free time and lunch time) | 0.03 | 0.05 | 0.04 | 0.05 | 0.05 | 0.09 |
| Absent | 0.02 | 0.02 | 0.03 | 0.03 | 0.03 | 0.03 |

- Not applicable.

Table C-5.--Standard errors for total hours per week spent on selected activities, by activity outside of required school hours, by full-time public and private school teachers: 1984-86

| Activity (number) | All teachers | | Elementary teachers | | Secondary teachers | |
|---|---|---|---|---|---|---|
| | Public (7,991) | Private (4,544) | Public (3,790) | Private (3,089) | Public (4,201) | Private (1,455) |
| Total hours | 0.14 | 0.22 | 0.17 | 0.22 | 0.22 | 0.44 |
| Classroom teaching | - | - | - | - | - | - |
| Planning and evaluation, total | - | - | - | - | - | - |
| Reviewing and grading | 0.06 | 0.10 | 0.08 | 0.11 | 0.09 | 0.18 |
| Class preparation | 0.05 | 0.08 | 0.07 | 0.09 | 0.07 | 0.13 |
| Administrative activities | 0.02 | 0.04 | 0.03 | 0.04 | 0.03 | 0.08 |
| Parent conferences | 0.01 | 0.02 | 0.02 | 0.02 | 0.02 | 0.02 |
| Extracurricular supervision, total | - | - | - | - | - | - |
| Transporting students | 0.01 | 0.03 | 0.01 | 0.04 | 0.02 | 0.04 |
| Coaching athletics | 0.05 | 0.07 | 0.05 | 0.04 | 0.10 | 0.18 |
| Field trips | 0.02 | 0.02 | 0.02 | 0.02 | 0.04 | 0.02 |
| Advising school clubs | 0.02 | 0.03 | 0.02 | 0.02 | 0.05 | 0.08 |
| Other activities with direct student contact, total | - | - | - | - | - | - |
| Tutoring | 0.02 | 0.02 | 0.02 | 0.02 | 0.04 | 0.04 |
| Counseling and guidance | 0.01 | 0.02 | 0.01 | 0.01 | 0.03 | 0.04 |
| Monitoring | 0.01 | 0.03 | 0.02 | 0.02 | 0.02 | 0.09 |
| Other activities (free time and lunch time) | 0.02 | 0.04 | 0.03 | 0.02 | 0.04 | 0.12 |
| Absent | - | - | - | - | - | - |

- Not applicable.

Table C-6.--Standard errors for total hours per week by activitiy, for public and private school teachers, disaggregated by elementary full-time teacher characteristics: 1984-86

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| All teachers | 3,389 | 3,089 | 0.24 | 0.24 | 0.14 | 0.19 | 0.17 | 0.22 | 0.09 | 0.08 | 0.09 | 0.08 | 0.06 | 0.06 |
| Highest degree | | | | | | | | | | | | | | |
| Less than bachelor's | 11 | 186 | 4.28 | 0.87 | 1.53 | 0.59 | 1.97 | 0.84 | 2.20 | 0.16 | 0.93 | 0.38 | 1.35 | 0.22 |
| Bachelor's | 1,883 | 2,295 | 0.32 | 0.27 | 0.19 | 0.20 | 0.23 | 0.23 | 0.12 | 0.10 | 0.12 | 0.09 | 0.09 | 0.07 |
| Master's or higher | 1,495 | 608 | 0.33 | 0.43 | 0.20 | 0.39 | 0.25 | 0.42 | 0.11 | 0.16 | 0.13 | 0.19 | 0.08 | 0.13 |
| School affiliation | | | | | | | | | | | | | | |
| Catholic | - | 1,742 | - | 0.28 | - | 0.16 | - | 0.24 | - | 0.09 | - | 0.09 | - | 0.08 |
| Other religion | - | 946 | - | 0.44 | - | 0.43 | - | 0.38 | - | 0.14 | - | 0.14 | - | 0.09 |
| None | - | 401 | - | 0.69 | - | 0.52 | - | 0.71 | - | 0.30 | - | 0.25 | - | 0.19 |
| Full-time teaching experience | | | | | | | | | | | | | | |
| 0-5 years | 485 | 1,080 | 0.66 | 0.36 | 0.37 | 0.27 | 0.47 | 0.28 | 0.28 | 0.13 | 0.21 | 0.13 | 0.16 | 0.10 |
| 6-10 years | 739 | 808 | 0.48 | 0.39 | 0.28 | 0.33 | 0.35 | 0.33 | 0.16 | 0.20 | 0.18 | 0.15 | 0.16 | 0.12 |
| 11-15 years | 801 | 523 | 0.44 | 0.53 | 0.28 | 0.31 | 0.34 | 0.41 | 0.18 | 0.21 | 0.18 | 0.18 | 0.11 | 0.14 |
| 16-20 years | 624 | 261 | 0.54 | 0.65 | 0.31 | 0.49 | 0.37 | 0.64 | 0.15 | 0.21 | 0.20 | 0.31 | 0.12 | 0.18 |
| 21-25 years | 368 | 183 | 0.70 | 0.77 | 0.44 | 0.62 | 0.52 | 0.82 | 0.14 | 0.10 | 0.21 | 0.30 | 0.19 | 0.26 |
| 26 or more years | 372 | 234 | 0.62 | 0.69 | 0.39 | 0.39 | 0.49 | 0.71 | 0.21 | 0.13 | 0.22 | 0.23 | 0.17 | 0.14 |
| Race/ethnicity | | | | | | | | | | | | | | |
| Black, Non-Hispanic | 420 | 151 | 0.76 | 1.16 | 0.45 | 0.89 | 0.61 | 0.90 | 0.22 | 0.67 | 0.28 | 0.47 | 0.17 | 0.36 |
| White, Non-Hispanic | 2,789 | 2,788 | 0.25 | 0.25 | 0.15 | 0.19 | 0.19 | 0.23 | 0.09 | 0.08 | 0.10 | 0.08 | 0.07 | 0.06 |
| Other | 180 | 150 | 1.09 | 0.83 | 0.61 | 0.65 | 0.80 | 0.68 | 0.36 | 0.33 | 0.33 | 0.46 | 0.32 | 0.20 |
| Gender | | | | | | | | | | | | | | |
| Female | 2,747 | 2,755 | 0.26 | 0.25 | 0.15 | 0.19 | 0.20 | 0.23 | 0.07 | 0.09 | 0.10 | 0.08 | 0.07 | 0.06 |
| Male | 642 | 334 | 0.51 | 0.71 | 0.34 | 0.50 | 0.36 | 0.49 | 0.28 | 0.33 | 0.18 | 0.33 | 0.13 | 0.19 |
| Age | | | | | | | | | | | | | | |
| Under 26 years old | 144 | 404 | 1.40 | 0.55 | 0.64 | 0.40 | 0.79 | 0.43 | 0.53 | 0.23 | 0.44 | 0.22 | 0.31 | 0.16 |
| 26-30 years | 370 | 543 | 0.67 | 0.53 | 0.42 | 0.41 | 0.50 | 0.37 | 0.30 | 0.18 | 0.24 | 0.22 | 0.18 | 0.15 |
| 31-35 years | 608 | 542 | 0.50 | 0.48 | 0.31 | 0.36 | 0.39 | 0.43 | 0.17 | 0.25 | 0.18 | 0.18 | 0.15 | 0.14 |
| 36-40 years | 714 | 518 | 0.48 | 0.47 | 0.30 | 0.31 | 0.37 | 0.40 | 0.20 | 0.25 | 0.21 | 0.18 | 0.12 | 0.13 |
| 41-45 years | 509 | 407 | 0.53 | 0.54 | 0.31 | 0.32 | 0.40 | 0.48 | 0.19 | 0.10 | 0.19 | 0.18 | 0.21 | 0.13 |
| 46-50 years | 372 | 261 | 0.64 | 0.77 | 0.39 | 0.49 | 0.49 | 0.73 | 0.16 | 0.17 | 0.24 | 0.27 | 0.18 | 0.17 |

Table C-6.--Standard errors for total hours per week by activity, for public and private school teachers, disaggregated by elementary full-time teacher characteristic: 1984-86--Continued

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| 51-55 years | 335 | 166 | 0.71 | 0.85 | 0.39 | 0.57 | 0.57 | 0.74 | 0.17 | 0.22 | 0.20 | 0.45 | 0.16 | 0.22 |
| 56-60 years | 222 | 127 | 1.03 | 0.89 | 0.60 | 0.55 | 0.64 | 0.82 | 0.25 | 0.25 | 0.26 | 0.31 | 0.24 | 0.41 |
| 61 years and over | 115 | 121 | 1.15 | 0.86 | 0.82 | 0.66 | 0.89 | 0.87 | 0.27 | 0.09 | 0.42 | 0.33 | 0.24 | 0.30 |
| School enrollment | | | | | | | | | | | | | | |
| Less than 300 students | 635 | 1,752 | 0.55 | 0.35 | 0.33 | 0.25 | 0.40 | 0.30 | 0.26 | 0.12 | 0.22 | 0.11 | 0.12 | 0.08 |
| 300-499 students | 1,144 | 761 | 0.39 | 0.43 | 0.23 | 0.34 | 0.30 | 0.41 | 0.15 | 0.16 | 0.16 | 0.16 | 0.10 | 0.12 |
| 500-749 students | 974 | 387 | 0.41 | 0.60 | 0.25 | 0.43 | 0.29 | 0.59 | 0.14 | 0.18 | 0.17 | 0.20 | 0.14 | 0.13 |
| 750-999 students | 391 | 133 | 0.75 | 0.73 | 0.47 | 0.79 | 0.57 | 0.55 | 0.24 | 0.22 | 0.26 | 0.27 | 0.18 | 0.36 |
| 1,000-1,500 students | 202 | 49 | 1.03 | 1.08 | 0.70 | 3.33 | 0.68 | 1.80 | 0.25 | 0.20 | 0.32 | 1.08 | 0.21 | 0.52 |
| 1,500 or more students | 43 | 7 | 2.63 | 0.00 | 1.05 | 0.00 | 2.19 | 0.00 | 0.75 | 0.00 | 0.29 | 0.00 | 0.54 | 0.00 |
| Region | | | | | | | | | | | | | | |
| Northeast | 692 | 1,099 | 0.42 | 0.39 | 0.33 | 0.31 | 0.30 | 0.33 | 0.17 | 0.16 | 0.21 | 0.15 | 0.11 | 0.10 |
| North Central | 814 | 904 | 0.42 | 0.44 | 0.25 | 0.27 | 0.30 | 0.36 | 0.17 | 0.13 | 0.17 | 0.13 | 0.11 | 0.11 |
| South | 557 | 451 | 0.61 | 0.63 | 0.32 | 0.46 | 0.39 | 0.73 | 0.21 | 0.27 | 0.23 | 0.21 | 0.15 | 0.14 |
| West | 1,326 | 635 | 0.40 | 0.52 | 0.23 | 0.51 | 0.30 | 0.51 | 0.15 | 0.14 | 0.14 | 0.20 | 0.12 | 0.13 |

38 - Not applicable.

Table C-7.--Standard errors for data on secondary full-time teachers: 1984-86

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| All teachers | 3,752 | 1,455 | 0.29 | 0.45 | 0.15 | 0.29 | 0.19 | 0.32 | 0.16 | 0.25 | 0.11 | 0.22 | 0.08 | 0.15 |
| Highest degree | | | | | | | | | | | | | | |
| Lessthanbachelor's | 80 | 25 | 2.09 | 2.71 | 1.22 | 1.43 | 1.00 | 1.27 | 0.70 | 1.98 | 0.71 | 0.74 | 0.31 | 0.92 |
| Bachelor's | 1,699 | 741 | 0.46 | 0.61 | 0.22 | 0.31 | 0.26 | 0.40 | 0.26 | 0.37 | 0.15 | 0.29 | 0.12 | 0.22 |
| Master's or higher | 1,973 | 689 | 0.20 | 0.36 | 0.26 | 0.49 | 0.20 | 0.30 | 0.16 | 0.24 | 0.10 | 0.18 | 0.37 | 0.51 |
| School affiliation | | | | | | | | | | | | | | |
| Catholic | - | 773 | - | 0.56 | - | 0.32 | - | 0.38 | - | 0.34 | - | 0.21 | - | 0.16 |
| Other religion | - | 384 | - | 0.81 | - | 0.70 | - | 0.59 | - | 0.50 | - | 0.51 | - | 0.27 |
| None | - | 298 | - | 1.14 | - | 0.69 | - | 0.85 | - | 0.47 | - | 0.53 | - | 0.44 |
| Full-time teaching experience | | | | | | | | | | | | | | |
| 0-5 years | 551 | 434 | 0.98 | 0.69 | 0.38 | 0.41 | 0.46 | 0.50 | 0.57 | 0.42 | 0.30 | 0.35 | 0.26 | 0.31 |
| 6-10 years | 726 | 355 | 0.62 | 0.75 | 0.33 | 0.52 | 0.38 | 0.54 | 0.32 | 0.50 | 0.23 | 0.50 | 0.16 | 0.18 |
| 11-15 years | 910 | 291 | 0.53 | 0.84 | 0.29 | 0.44 | 0.33 | 0.67 | 0.29 | 0.45 | 0.21 | 0.31 | 0.12 | 0.28 |
| 16-20 years | 711 | 164 | 0.60 | 1.17 | 0.32 | 0.57 | 0.43 | 0.81 | 0.37 | 0.51 | 0.21 | 0.68 | 0.19 | 0.35 |
| 21-25 years | 440 | 84 | 0.81 | 1.70 | 0.40 | 0.64 | 0.60 | 1.60 | 0.40 | 0.71 | 0.35 | 0.44 | 0.19 | 0.57 |
| 26 or more years | 414 | 127 | 0.86 | 0.82 | 0.48 | 0.66 | 0.67 | 0.94 | 0.39 | 0.37 | 0.28 | 0.29 | 0.19 | 0.32 |
| Race/ethnicity | | | | | | | | | | | | | | |
| Black, Non-Hispanic | 378 | 35 | 1.02 | 1.36 | 0.59 | 1.60 | 0.67 | 1.00 | 0.65 | 1.33 | 0.38 | 0.71 | 0.20 | 0.69 |
| White, Non-Hispanic | 3,233 | 1,349 | 0.29 | 0.47 | 0.16 | 0.29 | 0.19 | 0.34 | 0.17 | 0.26 | 0.12 | 0.22 | 0.07 | 0.16 |
| Other | 141 | 71 | 3.16 | 1.23 | 0.85 | 0.93 | 1.29 | 0.84 | 1.35 | 0.58 | 0.63 | 0.62 | 1.03 | 0.41 |
| Gender | | | | | | | | | | | | | | |
| Female | 1,699 | 736 | 0.38 | 0.55 | 0.21 | 0.42 | 0.28 | 0.37 | 0.20 | 0.24 | 0.15 | 0.34 | 0.10 | 0.19 |
| Male | 2,053 | 719 | 0.44 | 0.55 | 0.21 | 0.33 | 0.25 | 0.49 | 0.24 | 0.38 | 0.15 | 0.22 | 0.11 | 0.20 |
| Age | | | | | | | | | | | | | | |
| Under 26 years old | 148 | 137 | 2.66 | 1.04 | 0.77 | 0.52 | 0.87 | 0.70 | 1.41 | 0.59 | 0.59 | 0.67 | 0.86 | 0.32 |
| 26-30 years | 419 | 236 | 0.93 | 0.97 | 0.45 | 0.67 | 0.52 | 0.74 | 0.59 | 0.70 | 0.33 | 0.50 | 0.24 | 0.28 |
| 31-35 years | 665 | 294 | 0.66 | 0.92 | 0.36 | 0.55 | 0.41 | 0.59 | 0.37 | 0.67 | 0.29 | 0.32 | 0.13 | 0.39 |
| 36-40 years | 889 | 278 | 0.49 | 0.74 | 0.28 | 0.51 | 0.35 | 0.58 | 0.33 | 0.46 | 0.19 | 0.47 | 0.13 | 0.25 |
| 41-45 years | 576 | 179 | 0.70 | 1.07 | 0.40 | 0.67 | 0.49 | 0.80 | 0.34 | 0.55 | 0.20 | 0.63 | 0.21 | 0.27 |
| 46-50 years | 411 | 125 | 0.76 | 1.27 | 0.45 | 0.62 | 0.56 | 1.06 | 0.44 | 0.57 | 0.34 | 0.35 | 0.19 | 0.42 |

Table C-7.--Standard errors for data on secondary full-time teachers: 1984-86

| Characteristic | (Number) | | Total | | Classroom teaching | | Planning and evaluation | | Extra-curricular supervision | | Other activities with direct student contact | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private | Public | Private |
| 51-55 years | 351 | 96 | 1.07 | 1.19 | 0.48 | 0.61 | 0.73 | 1.07 | 0.47 | 0.44 | 0.32 | 0.34 | 0.26 | 0.55 |
| 56-60 years | 210 | 57 | 1.00 | 1.34 | 0.59 | 1.23 | 0.68 | 1.33 | 0.36 | 0.37 | 0.52 | 0.55 | 0.27 | 0.53 |
| 61 years and over | 83 | 53 | 1.54 | 1.23 | 0.90 | 0.77 | 1.35 | 1.21 | 0.62 | 0.69 | 0.55 | 0.52 | 0.39 | 0.46 |
| School enrollment | | | | | | | | | | | | | | |
| Less than 300 students | 546 | 416 | 0.73 | 0.67 | 0.39 | 0.53 | 0.45 | 0.62 | 0.40 | 0.47 | 0.31 | 0.37 | 0.19 | 0.26 |
| 300-499 students | 432 | 286 | 0.76 | 1.14 | 0.41 | 0.47 | 0.45 | 0.62 | 0.45 | 0.50 | 0.31 | 0.63 | 0.19 | 0.23 |
| 500-749 students | 491 | 295 | 0.79 | 0.91 | 0.37 | 0.59 | 0.45 | 0.58 | 0.48 | 0.54 | 0.32 | 0.40 | 0.15 | 0.24 |
| 750-999 students | 482 | 173 | 0.76 | 0.77 | 0.44 | 0.57 | 0.53 | 0.61 | 0.44 | 0.63 | 0.26 | 0.32 | 0.16 | 0.32 |
| 1,000-1,500 students | 787 | 178 | 0.55 | 1.47 | 0.32 | 0.86 | 0.41 | 0.76 | 0.29 | 0.77 | 0.22 | 0.73 | 0.17 | 0.65 |
| 1,500 or more students | 1,014 | 107 | 0.65 | 0.93 | 0.30 | 0.78 | 0.38 | 1.08 | 0.34 | 0.52 | 0.22 | 0.29 | 0.18 | 0.33 |
| Region | | | | | | | | | | | | | | |
| Northeast | 685 | 574 | 0.67 | 0.74 | 0.35 | 0.47 | 0.41 | 0.52 | 0.38 | 0.35 | 0.25 | 0.35 | 0.18 | 0.26 |
| North Central | 964 | 345 | 0.52 | 0.87 | 0.29 | 0.47 | 0.34 | 0.54 | 0.29 | 0.52 | 0.24 | 0.36 | 0.11 | 0.24 |
| South | 592 | 210 | 0.68 | 0.89 | 0.35 | 0.83 | 0.47 | 0.71 | 0.32 | 0.63 | 0.26 | 0.46 | 0.18 | 0.42 |
| West | 1,511 | 326 | 0.51 | 0.83 | 0.23 | 0.55 | 0.31 | 0.66 | 0.30 | 0.42 | 0.15 | 0.54 | 0.14 | 0.26 |

· Not applicable.

NOTE: "Other" includes absence during previous week.